

Hollins Student Newspapers

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Hollins Columns (1944 Feb 12)

Hollins College

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1944

Hollins Columns

Published fortnightly during the college year
by a staff composed entirely of students

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EDITORIAL

The staff of HOLLINS COLUMNS reprints the following excerpts from a bulletin written by Mary Macon, '33, a Red Cross staff assistant overseas, in the hope that the readers will find the experiences of this Hollins graduate interesting.

SOMEWHERE IN NORTH AFRICA

The usual bright African sun poured its blessing on the 30 American Red Cross girls who were loaded into trucks July 29, to make their first trip in North Africa. In true Army style, we were well packed with musette bags, canteens, gas masks and helmets, both sun and steel. Also in good Army style we arrived at the Casablanca station about 3 o'clock in the afternoon, even though the train wasn't scheduled to leave until 6:30.

Upon inquiry we found that the Red Cross girls were going to be especially favored; we weren't to ride in the camel cars; we were given a compartment car. That sounds swell, just out of Hollywood. But closer inspection showed that Hollywood never used cars like these. They were vintage cars, vintage '30— we couldn't decide whether 16 or 17—'30.

Our most exciting incident occurred in the black of the second night. One girl discovered an Arab sitting on the platform of our car. When she flashed her light on him, he withdrew a knife from the folds of his robe and stuck it in his belt. That bit of byplay Kay didn't care for. So she gathered a few brave girls around her and planned her campaign. We put suitcases in the corridor, so if the Arab had any ideas of visiting the American girls he would have a bit of difficulty getting to the compartments. Then we stood guard, armed with flashlights awaiting developments. One girl was stationed at the safety alarm signal, ready to pull the cord should the Arab get nosy. It wasn't until daylight that we discovered that the signal didn't work—that our car was the only one with the signal cord and the cord didn't go out side our car. After what seemed hours of speed along, the train stopped and a couple of heutenant hopped off. We told them of our hitchhiker and asked that they come see what he might be up to. Anti-climax! He was a Moslem soldier, hopping a ride to Oujda. Our train commander had to him to climb aboard.

The Red Armies roll on victoriously on three fronts capturing Rovno, the Nazi administrative center of the Ukraine, the railroad town of Luck, 55 miles inside the boundary of Old Poland, and fanning out in Estonia to develop offensives against Narva and Latvia to the south.

Oh, well, c'est la guerre. After that experience we felt we could take anything and I think we can. We all agreed that we wouldn't trade this experience for all the air-conditioned cars and tiled baths in America.



Under the Dome

Requirement? We must be physically, morally strong. First, we need immune strength (as resulting from double dose of spinach, or from Elixin of Beta Concertina that all over pep you up so when my vitaminized grandmother advises so vehemently). Next, the business in hand demands bulging muscles, proper hand manipulation, and accurate judgment. Miss Chevraux should be able to help us through a refresher course in Dams Gymnastics.

Do you have your thinking caps on and have you an inkling as to what this is all about? Here's the low down: On Saturday, February 19, Hollins College campus is invited to a bowling party in the "magic city of Roanoke." Specie place? Luckland's Bowling Alley. Time? 1:30 p.m.

The Women's Athletic Association is sponsoring the enterprise and is eager to see us there, en masse. So shall we all go down to hear that familiar (?) cry: "A strike! Set 'em up in the next alley!"

Asking Virginia Berkeley who surprised her by visiting her at her room in Turn Lodge during exam week?

Anne Bowers who is interested in the WAVES, signed a paper requesting information about this branch of the service. Imagine her surprise when two ensigns came here and informed her that she'd signed enlistment papers!

At a tea last week, a group of Hollins girls were sitting peacefully in a small den at the back of the house. A faculty member hurried in and asked, "Will you girls mind if I bring the boys back here to leave their coats?" The girls naturally did not mind and were looking eagerly toward the door to see who these boys might be. Enter Dr. Patterson and Dr. Janney.

Ask Nancy Dickson about the magic art of hypnotism.

Elizabeth Ferguson had a marvelous surprise last week. She received a telegram from her sister who's been overseas with the Army Nurse Corps for two years. Laura, the sister, is now on her way home from Australia.

Margie Fay Underhill had an embarrassing accident in Roanoke Sunday. The heel came off her shoe. Not only was this a disadvantage in the movies, but Margie Fay was planning to go to the Hotel for dinner. When she hobble in droistore—one shoe on, one shoe off, Aggie Grace proved herself a real friend. Aggie exchanged shoes with her. Margie limped back to school.

A freshman made a notable suggestion in her French class, "Miss Mulhausen," she said, "since I can't speak French and you won't speak English, we'd better get a third language for this class."

One of the questions on Miss Suther's biology exam was to identify Janus Green, a dye. After the exam, Anne Moore spent an hour in the library looking in encyclopedias for some biographical data of Mr. Janus Green.

The staff of HOLLINS COLUMNS had many headaches before the paper finally goes to press. After many trials and tribulations, a reporter finished a rather difficult article and left it for her roommate to type. When the roommate got ready to type it, the article was lost. So the poor reporter wrote it again, only to discover that one of the editors had come by and gotten the original.

And the six seniors in Washington the week end for a concert are also having dates with G-men.

ON THE BALL

By PEGGY HARRIS

Now that second semester has started, the sports program is well underway again with a new basket ball season opening Monday, February 7. Yes, the balls are really flying. Class practice is being held every day of the week in preparation for the interclass games. The schedule is as follows:

Mon., Feb. 7 Senior Sophomore
Tues., Feb. 8 Junior Freshman
Wed., Feb. 9 Sophomore Junior
Thurs., Feb. 10 Senior Freshman
Mon., Feb. 14 Sophomore Freshman
Tues., Feb. 15 Senior Junior

But that's not all. On Friday has been practicing most diligently for its convocation to be given in March. April 29 will be the day for the annual horse-show. There will also be a spring tennis tournament, but to date no time has been set for it.

So, you see, there will be many things doing and plenty of time for voluntary activity on your part. It's fun to swim, to play badminton and tennis, and to practice up on those "hole-in-one" shots. Besides, it will help keep those figures in trim and those complexions in shape. You ought to try it.

Waiting eagerly for their trip to Washington on the twelfth to hear "Casadesus" concert are Mary Lib, Mary Nolde, Aggie Grace, Nancy Elder, Margaret Crosby, Margie Faye, Ann Bryant, and Hazel Bridgeman. Speeding in the opposite direction will be Anne Geoghegan, Ann Weatherspoon, Lane Winship, and Ann Alexander. They're going down to Chapel Hill for the Naval R. O. T. C.'s last fling before they leave for overseas duty.

Annapolis is a great center of attraction this year. The nineteenth promises to be a big week-end when the *Masqueraders* give their musical comedy, "Two Little Hips." On hand for this dramatic extravaganza will be Beezie Russell, Martha Ingram, Betty Gainey, Cary Hill, Sylvia Wick, and Mildred Warfield.

This week everyone looked expectantly for one of those pink package notices, indicating a valentine perhaps! But we think the best valentine of all is Betty Phillips. If you haven't seen it, ask her to show you her third finger, left hand! Then take heart by remembering that it's Leap Year, and all you have to do, girls, is leap!

Miss Moore Speaks At Convocation

At convocation February 7, the campus had the pleasure of hearing Miss Harriet Moore, who, under the auspices of the National Council of American Soviet Friendship, lectured on "Siberia in Relation to Russia's Far East Policy." A graduate of Bryn Mawr, Miss Moore is the executive secretary of the American Russian Institute, the editor of the *American Review* of the Soviet Union, and a member of the editorial board of the magazine *Amerasia*. An authority on Siberia and the foreign policy of the Soviet Union, Miss Moore clarified that part of the Russian question which had never before been discussed.

With spring just around the corner, there will be many things going on down in the gym and on the athletic fields. Under the leadership of Recreational Chairman Kip Mlyko, there will be several tournaments in badminton, deck tennis, horse-shoes, and ping pong. Then, too, we've heard that the Seniors are behind the scenes, pitching balls and swinging bats, so if you all want to put up a good fight, you'd better get practicing.

Two weeks ago there was a most unexpected guest on campus. If you didn't recognize him, he was Li'l Abner's friend who wears that perpetual black cloud over his head! THAT black cloud was *Exam Week*. But he must have passed on, 'cause everybody blitzed through exams and emerged a little dazed, but otherwise normal and very ready to plunge into the gay life. A few lucky Richmonders were fortunate to do their giddily recuperating at home. Those who had special permission or managed to squeeze into somebody else's car were Ann Bowers, Betty Jane Snyders, Govie Snyders, Lee Stuart, Patsy and Tina, Virginia Hatcher, Anna Morris, and Mary Jackson Shepherd.

The week-end of the fifth the girls really "lit out" in all directions. Betty Bassett, Mae Cornwell, Kitty Ford, Betty Hammett, and Jean Talbot went W. M. I.-ing. Also militarily inclined were those girls who dragged at Annapolis—Mary Calvert, Kakky Rosborough, Jean Champion, Ann Jacobs, Ann McLean, Peggy Pence, and Franklin Brockington. Mary Lib and Fannie Campbell traveled up to Quantico. To that venerable institution in Virginia, the University, went Princie, Mardie Davis, and Betty Young, and to Chapel Hill, Martha Ingram, Betty Gainey, Cary Hill, Sylvia Wick, and Mildred Warfield.

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FORUM ON RUSSIA HELD RECENTLY

Member of College Family Dies

Mrs. Sarah Johnson Cocco died on Thursday, January 20, 1944, and was buried in the Hollins cemetery. She was the wife of Mr. Lucian Cocco who was the youngest son of Charles Lewis Cocco, and the vice president of the college. Mrs. Cocco was one of the organizers of the Woman's Civic Betterment Club, and was a member of the City Planning Board of Roanoke. She also helped to organize the Colonial Dames, and was a charter member of the national organization of the Daughters of the American Revolution. She wrote two books, *By Paths in Dixie* and *The Master of the Hills*, and contributed stories to the *Saturday Evening Post*.

Mrs. Cocco is survived by two sons, Dr. Hugh Hagan, of Roanoke, and Willis Cobb Hagan, of Birmingham.

Heironimus Says

For class and dinnertime wear: A brand-new shipment of washable cottons, seersucker suits with fresh white collars and cuffs, candy stripes and checked ginghams, and frilly pinuppers that make you feel so feminine.

For town or week-ends: Luscious gabardine suits, in coco brown, natural or heavenly blues, lovely Handmachers in pastels that look so divine with dainty dimity or batiste blouses.

For dress-up occasions: Crisp rayons in flower-sprayed prints or smart polka dots with fru fru collars to add a note of daintiness to contrast with your suits and wide hair bands in black velvet.

For gaiety and sophistication: Earrings that look like your favorite spring flowers, or sparkly rhinestone dangles, Lewis bags to match or contrast with your suits and wide hair bands in black velvet.

For "smart" walking: Brown calf and kid pumps, abbreviated opera style or spectacles (see Ann Judson's good-looking blue calf spectacles).

Remember... the smart girl is buying War Bonds, and doing her spring shopping early.

See you soon at Heironimus.



WAVES at WAR
Responsible work! This WAVES Telegrapher is receiving dispatches direct from the battle fleet. It's one of many important jobs in the WAVES open to patriotic young American women.



Ready... Aim... Fire! Yes, WAVES teach gunnery. Using movies of enemy planes, this girl is teaching a flier to "shoot 'em down" with a beam-of-light gun. Before there were WAVES, all such instruction was given by men. The WAVES need thousands of young women, between 20 and 36 years of age. A new booklet, "The Story of You in Navy Blue," is available at Navy Recruiting Stations, or Offices of Naval Officer Procurement.

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STUDENTS DISCUSS: EDUCATION AND POST-WAR PLANS

On Founder's Day there will be a round-table discussion on *The Role of the Graduate of the Liberal Arts College in the Postwar Plans*. Hollins girls should inform themselves on this subject. How can we create more interest in the postwar plans? In your opinion, how can an individual with a liberal arts education fit into postwar plans?

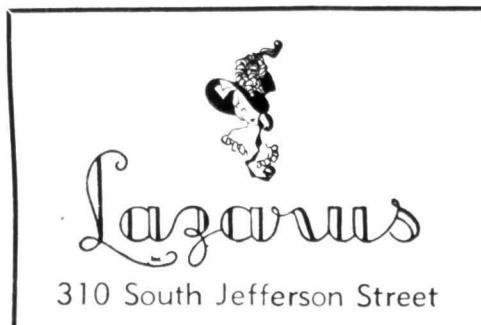
ELEANOR BARTLETT, '44

The importance of the Liberal Arts College graduate in the postwar world is both penetrating and far-reaching. Aside from the mere tangible elements of finer education and preparation for professional work, there is an even more subtle and, in my opinion, more potent import to our unique position. After the war we will be dealing with a mentally, and probably morally, unwell people, not only among the returning soldiers but also in the civilian population. Here is where the role of the college graduate comes to its fullest power. We, the students of the arts, sciences, and humanities, saturated with the inherent strength of philosophic ideals and broad international concepts, who have escaped to a large extent the sordidness and tragedy of the present situation, will, above all other groups, have a freshness and an idealism in our outlook upon life, a profound hope for the future, and a wider perception and appreciation, gained through intimate contact with the great minds of science, history, literature, and the arts of music and painting, of the more intangible aspects of existence which the rest of the unfortunate world, forced to live in the present, will have either missed or lost. Our role, as I see it, is one of inspiration, of succor for the disillusioned and the dispirited. Certainly, if we, the graduates of the Liberal Arts College, are not imbued with such a deep faith and lofty aspirations who, then, shall be?

HELEN HART, '46

To be able to work in a postwar relief agency or in an organization aiding European governments to reestablish their stability would be to me the most fascinating job possible. But to take a discouraging point of view, it would also be extremely difficult, in fact almost impossible, I think, for a girl just graduated from a Liberal Arts College to find a place in UNRRA or any other future postwar organization. Since postwar work is so interesting, these organizations will have the pick of already highly trained economists, sociologists, and political scientists. I have heard, moreover, that in most European nations there are already brilliant, well-trained native workers prepared to help the Allies in the restoration of each country. With this formidable competition ahead of us I don't believe that any liberal arts graduate could simply step into an administrative job of a postwar organization.

Of course, there is the possibility that after a year or two of special training some one with a B. A. degree might be selected for a postwar job. Still those lucky older people, who have experience coupled with knowledge, will be certainly chosen in preference to any of us. The only real opportunity for our active participation in carrying out postwar plans seems to be the acceptance of the inevitable secretarial position. Or perhaps a fluent linguist might be fortunate enough to find herself in some foreign land acting as an interpreter.



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ELOISE DOUGHTY, '45

In the postwar world a few of our Liberal Arts graduates will become Virginia Woolfs, Dorothy Thompsons, and Madam Curies; but most of us will probably settle down to homes, husbands, and children or to jobs that, while interesting and vital, will not be so spectacular or influential as to enable us to become leaders of national movements. There will be ways, though, in which we can contribute to the postwar world. The first is that of thoughtfully considering an issue before voicing an opinion of it. To aid us in this we will have had four years training in the fine art of thinking clearly and as many years accumulation of knowledge. These we must use before reaching any conclusion on an issue and especially before voicing an opinion on it, because there are and always will be people too ignorant or too lazy to form an opinion of their own, who will appropriate those of others without any consideration at all. Therefore, it is vital in a democracy, where public opinion counts for so much, for each of us to voice only carefully weighed opinions, particularly those on postwar planning with which we will presently be confronted.

The second way in which we can contribute to the postwar world lies in the fact that at the moment we are the only people being educated for leisure. The boys in the A. S. T. P. and the V-12 are, for the most part, gaining only the essentials of a practical mechanical knowledge which they can put to use immediately in winning the war. They are not getting the music, art, and literature appreciation courses that we take for granted. When the furious pace at which most of the people of the world are now living slows down, everyone is going to seek pleasure. It happened after the last war. What we can do in that situation will be to become agents for a reeducation—an education for appreciation of the beautiful whether it be in music, painting, or books. Of course, that doesn't mean that we'll all have to take to the lecture stand, but simply that we will have to try to bring to our friends and acquaintances some of what we have gained in four years of study.

SALLY SANDBORN, '45

Postwar plans involve everyone of us today, for by them we begin our life anew after this war. I believe that it is more than necessary to place these plans and suggestions before students, as they are the ones who will carry the economic, social, and political burdens while the men are adjusting themselves after their return.

It is quite obvious that a person with a Liberal Arts education will be able to fit into the postwar plans. This is true, since a liberal arts degree covers almost every field; natural sciences, mathematics, languages, social sciences and fine arts.

Women are the ones who are able to secure an education now. Thus the interest in postwar plans must be aroused by them. Due to their education they will play the greatest role. They will be the ones to take over while the men are striving to get a good hold in life without a college education, which many of them have been deprived of. For what would a country be like without someone to carry its burdens? This is one time that the women of America must rise above their domestic habits and customs, and take on a responsibility that is new to them. Only with a Liberal Arts education can a woman discuss matters in all fields and understand them.

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is owned and operated by the Hollins College Alumnae Association, Incorporated. The purpose of the tea house is to provide added enjoyment to campus life. No person or organization gains profit from its business.

The Alumnae Association appreciates the loyal support "Tinker" receives from the campus community.

MRS. EVA M. CUMNOCK, '03
Manager

MRS. RUTH C. REEVES, '13
Alumnae Executive Secretary

JEAN TALBOT, '47

Although the governments of the Allied nations are making extensive plans for the remodeling of our world, geographically and politically, after the war; although the capable farsighted ministers of the Christian faith in our churches are preparing themselves to meet the spiritual needs of our postwar world, it will be the inescapable task of our Liberal Arts Colleges and their graduates to carry out all plans and renew the mental attitude of our postwar world. In a world so torn by war, so rooted from its foundations of gentleness, culture and education, these graduates will form the heart of the relatively small group which will retain a firm footing in the catastrophic events to come, and a courage to grapple with the forces which are tending to throw humanity into an abyss of ignorance and despair. All the plannings of our government will be of little use unless there is a force to carry them out. The graduates previously mentioned will be that force. Their steady outlook upon life, their capacity for clear thinking, precise reasoning, logical deduction, and decisive action—all abilities which the Liberal Arts College tends to seek out and develop to the fullest possible extent—will be invaluable as a guiding influence in the troubled times which follow the armistice. They will be able to use these abilities, as well as their factual knowledge, to solve such tremendous social problems as those involving reemployment of the thousands upon thousands of soldiers who will return from the fronts expecting to find good jobs, reconvert industry and scientific research to peacetime activity, reestablishment of schools and universities, and, above all, the rehabilitation of war-torn countries. A few years ago it seemed that the Liberal Arts theory of education was doomed by the theory of more "practical" education. This war has proved, however, the intrinsic value of the Liberal Arts education. It is only natural, therefore, that the graduate of the Liberal Arts Colleges will become the leaders of the postwar world; leaders of a new way of life which they themselves will create—a better life, a more secure life, a life of peace and freedom for all.

RUTH BOND, '44

As citizens of a democracy our greatest privilege is the right to have and to express our own convictions. Our greatest duty as graduates of a Liberal Arts College is to make use of this privilege in the discussion of postwar plans. We are the students with a broad education which will enable us to see the picture from all points of view. Those who study music know the value of German music; Economics majors understand the principles of interest and trade; and those who study philosophy can analyze the deeds of the Indian and the Japanese in the light of their religious creeds. Knowledge of these and many other factors is an absolute necessity for an unbiased discussion of contemporary problems. In no other way can they be solved permanently and at the same time for the welfare of all concerned.

In spite of their idealism and impetuosity students are held in high regard in such nations as Russia, England, and the Latin American nations. Apparently they realize that a democratic government should not be the policies of a few men. If you will remember that was the trouble after the last war; too few had interested themselves in the plans of Woodrow Wilson, which might have prevented the present war.

Now, and not during a six months period after hostilities cease, is the time to discuss postwar plans. If it doesn't happen to appeal to you now, then you will not have just cause for criticism or dissatisfaction in the future.

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David Daiches Lectures Here

(Continued from Page 1)

magazines *Accent* and *Poetry*, and to Mr. Daiches' books.

In 1939, the University of Chicago press published Mr. Daiches' first book, a study of the sources and developments of the King James version of the Bible of 1611. This was his dissertation at Oxford under the supervision of C. S. Lewis (*Scrabble Letters, A Case for Christianity, Preface to Paradise Lost*). Mr. Daiches' next book, *The Novel and the Modern World*, is a study of the disintegrating tendencies of culture of the last forty years upon the craftsmanship of John Galsworthy and Joseph Conrad, traditionalists; Katherine Mansfield and Virginia Woolf, who found new values in the purely intellectual; James Joyce, who retreated to a world without values, and Aldous Huxley. The study of Virginia Woolf is continued in his next book on origins and values, which he criticizes in her various novels. Mr. Daiches' last book, probably the most interesting to college students, is *Poetry and the Modern World*, which shows the roots of various contemporary British poets to be found in the Victorian era. In this study, Mr. Daiches elaborates on the poetry of T. S. Eliot, William Butler Yeats, C. Day Lewis, Stephen Spender, and W. H. Auden.

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